

BROWNS FERRY ELEMENTARY

7292 Browns Ferry Road
Georgetown, South Carolina 29440

GRADES PK-5 Elementary School

ENROLLMENT 243 Students

PRINCIPAL Dr. Peggie Grant 843-527-1325

SUPERINTENDENT Dr. Charles Gadsden 843-436-7000

BOARD CHAIR Charlesann H. Buttone 843-436-7000

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2003

ABSOLUTE RATING:

EXCELLENT

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
4	10	57	48	4

IMPROVEMENT RATING:

EXCELLENT

ADEQUATE YEARLY PROGRESS:

YES

This school met 13 out of 13 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

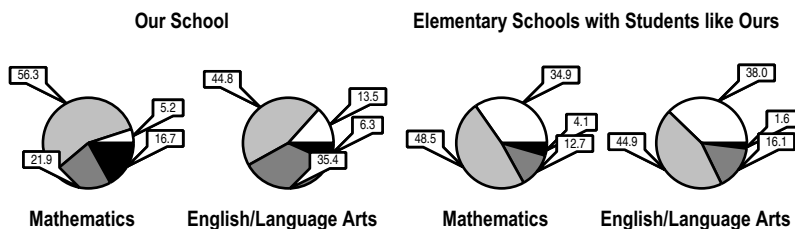
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WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Average	Average	N/A
2002	Below Average	Unsatisfactory	N/A
2003	Excellent	Excellent	Yes
2004			

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS**Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students	Parents
Number of surveys returned	30	39	38
Percent satisfied with learning environment	72.4%	71.8%	62.2%
Percent satisfied with social and physical environment	86.7%	69.2%	85.3%
Percent satisfied with home-school relations	50.0%	66.7%	69.4%

PACT PERFORMANCE BY GROUP

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	State Objective
English/Language Arts								
All students	117	100.0	13.5	44.8	35.4	6.3	41.7	17.6
Gender								
Male	65	100.0	18.4	42.9	32.7	6.1	38.8	17.6
Female	52	100.0	8.5	46.8	38.3	6.4	44.7	17.6
Racial/Ethnic Group								
White	1	100.0	N/A	N/A	N/A	N/A	N/A	17.6
African-American	116	100.0	11.8	45.2	36.6	6.5	43.0	17.6
Asian/Pacific Islander	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Hispanic	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Disability Status								
Not disabled	94	100.0	12.8	46.5	33.7	7.0	40.7	17.6
Disabled	23	100.0	20.0	30.0	50.0	N/A	50.0	17.6
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-migrant	117	100.0	13.5	44.8	35.4	6.3	41.7	17.6
English Proficiency								
Limited English proficient	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-limited English proficient	117	100.0	11.8	45.2	36.6	6.5	43.0	17.6
Socio-Economic Status								
Subsidized meals	105	100.0	13.8	47.1	33.3	5.7	39.1	17.6
Full-pay meals	12	100.0	N/A	N/A	N/A	N/A	N/A	17.6

Mathematics								
All students	117	100.0	5.2	56.3	21.9	16.7	38.5	15.5
Gender								
Male	65	100.0	6.1	57.1	22.4	14.3	36.7	15.5
Female	52	100.0	4.3	55.3	21.3	19.1	40.4	15.5
Racial/Ethnic Group								
White	1	100.0	N/A	N/A	N/A	N/A	N/A	15.5
African-American	116	100.0	4.3	55.9	22.6	17.2	39.8	15.5
Asian/Pacific Islander	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Hispanic	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Disability Status								
Not disabled	94	100.0	3.5	58.1	22.1	16.3	38.4	15.5
Disabled	23	100.0	20.0	40.0	20.0	20.0	40.0	15.5
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-migrant	117	100.0	5.2	56.3	21.9	16.7	38.5	15.5
English Proficiency								
Limited English proficient	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-limited English proficient	117	100.0	4.3	55.9	22.6	17.2	39.8	15.5
Socio-Economic Status								
Subsidized meals	105	100.0	4.6	62.1	18.4	14.9	33.3	15.5
Full-pay meals	12	100.0	N/A	N/A	N/A	N/A	N/A	15.5

Abbreviations for Missing Data

N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample
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PACT PERFORMANCE BY GRADE LEVEL

		Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2002	Grade 3	33	N/A	31.3	40.6	28.1	N/A	28.1
	Grade 4	48	N/A	15.6	73.3	11.1	N/A	11.1
	Grade 5	58	N/A	32.8	58.6	8.6	N/A	8.6
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	42	100.0	2.9	38.2	41.2	17.6	58.8
	Grade 4	35	100.0	13.8	31.0	55.2	N/A	55.2
	Grade 5	40	100.0	24.2	63.6	12.1	N/A	12.1
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Mathematics								
2002	Grade 3	33	N/A	62.5	31.3	6.3	N/A	6.3
	Grade 4	48	N/A	45.5	38.6	9.1	6.8	15.9
	Grade 5	58	N/A	50.0	43.1	5.2	1.7	6.9
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	42	100.0	N/A	64.7	23.5	11.8	35.3
	Grade 4	35	100.0	10.3	24.1	31.0	34.5	65.5
	Grade 5	40	100.0	6.1	75.8	12.1	6.1	18.2
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 243)				
First graders who attended full-day kindergarten	N/A	N/A	N/A	N/A
Retention rate	N/A	N/A	2.8%	2.4%
Attendance rate	96.4%	Down from 97.5%	95.5%	95.9%
Meeting grade 1 and 2 readiness standards	N/A	N/A	N/A	N/A
Eligible for gifted and talented	8.3%	Up from 5.3%	5.5%	13.2%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	9.3%	Up from 6.0%	7.8%	8.0%
Older than usual for grade	2.9%	Up from 1.8%	2.7%	1.1%
Suspended or expelled	0.4%	Up from 0.0%	0.0%	0.0%

Teachers (n= 26)				
Teachers with advanced degrees	46.2%	Up from 37.9%	46.2%	50.0%
Continuing contract teachers	69.2%	Up from 55.2%	78.3%	85.3%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	76.2%	Up from 74.1%	79.8%	86.2%
Teacher attendance rate	93.3%	Down from 93.9%	95.0%	95.3%
Average teacher salary	\$40,826	Up 5.1%	\$38,063	\$39,909
Prof. development days/teacher	16.5 days	Up from 6.5 days	13.5 days	11.4 days

School				
Principal's years at school	4.0	Up from 3.0	3.0	4.0
Student-teacher ratio	15.3 to 1	Up from 14.5 to 1	17.0 to 1	18.9 to 1
Prime instructional time	88.2%	Down from 90.3%	88.5%	89.7%
Dollars spent per pupil*	\$8,361	Up 20.9%	\$6,725	\$5,892
Percent spent on teacher salaries*	57.5%	No change	63.9%	66.6%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	yes	N/A	yes	yes

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data							
N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

The 2002-2003 school year was a challenging one for staff and students. Focused instruction, time on task, and high expectations were evident. Brown's Ferry School received the SC READS Grant, which provided almost \$665,000 for the purpose of improving early literacy in students from birth through third grade. In year two childcare, home visits, Parents As Teachers training, and adult education was provided to fifteen families. In addition, teachers in grades CD-third grade have participated in yearlong staff development focusing on early reading and writing.

Retraining grant monies are being used to provide Project MIND (Math Is Not Difficult) staff development for all regular classroom teachers, paraprofessionals, Gifted and Talented and Resource teachers. Our goals are to increase PACT math scores, increase student motivation, and increase instructional time on task.

This year students enjoyed opportunities to enrich learning through field trips, an artist in residency program, and interactive science/math presentations.

Hands-on activities supported math and English Language Arts learning. Accelerated Math and Reader programs have been effectively used to support learning this year. Technology equipment and software upgrades have been made possible through local and Title I monies.

Many parent involvement activities were scheduled this year: monthly curriculum nights; PACT dinner; motivational and academic improvement workshops with Dr. Valerie Cave; and continued monthly newsletters from the Parenting Coordinator, teachers, and the principal.

Brown's Ferry staff and parents are working together to help our students meet the challenges that lie before them.

Peggie A. Grant, Principal

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.